

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here.</small>
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Mercedes ISD	108907		
Vendor ID #	ESC Region #		
	1		
Mailing address	City	State	ZIP Code
206 W 6 <sup>th</sup> Street	Mercedes	TX	78570
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Rolando	L	Handy	Technology Director
Telephone #	Email address		FAX #
9565142004	rhandy@misdtx.net		9565142065
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Jose		Vasquez	Instructional Technology Specialist
Telephone #	Email address		FAX #
9565142004	jose.vasquez@misdtx.net		9565142065

### Part 2: Certification and Incorporation

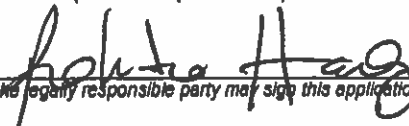
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Rolando	L	Handy	Technology Director
Telephone #	Email address		FAX #
9565142004	rhandy@misdtx.net		9565142065

Signature (blue ink preferred)

Date signed

  
Only the legally responsible party may sign this application.

2/2/2018 ✓

**Schedule #1—General Information**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/> x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x <input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/> x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x <input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:108907

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Sgt. Chacon Middle School (108907041)

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Technology usage in today's classroom is growing exponentially and most experts agree that it is the catalyst for educational reform. Our district has a great technology infrastructure and every year our digital native students thirst for faster paced technology immersed instruction. This paradigm shift has put a burden on those who cannot afford to be connected 24/7 to the wealth of tools and information available on the internet. The MISD Mobile Lending Program (MLP) presents a wonderful opportunity for Mercedes Independent School District to provide equitable access to equipment and services that many of our economically disadvantaged students lack.

The district used a comprehensive approach in determining areas of need, which would best benefit from a technology lending program. The selection of Sgt. Chacon Middle School as the designated campus, and mathematics as the core content area to be addressed via the program followed the needs assessment/resource allocation model. Through this model, district and campus needs are continually revisited and prioritized through Campus Improvement Plan update and revision sessions. Participants include instructional, budget, technology and curricular representatives. Relevant data and key personnel from campuses are analyzed and discussed.

Similar to the needs assessment/resource allocation model, MISD monitors progress towards goal and objective attainment through:

- Teacher led data analysis (classroom scores, benchmarks, etc.), and
- Periodic meetings in which the Campus Improvement Plans are reviewed and updated, and
- Content area team data analysis

Each campus is provided with a full time Math Integration Specialist who supervises data collection and analysis at the campus level. Results and reports are shared with the district level Math Coordinator, campus principal, and the curriculum director who discuss and designate strategies and course updates.

Analysis reports are communicated to staff, parents and community members via: district website, school board updates, district and campus meetings, newsletters and campus/parent meetings and events.

The technology lending program will be specifically tailored to Sgt. Chacon Middle School's 8<sup>th</sup> grade students to ensure that the campus will close the achievement gap. The district believes that 8<sup>th</sup> grade Math students at Sgt. Chacon Middle School receiving access to personal technology devices will enhance the students' motivation and learning experience and will directly impact Mathematical

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Process Standards (TEKS). The project will span from August 2018, to May, 2019, with a district funding commitment to continue and expand project activities until May, 2020.

Funding of the 2018 Technology Mobile Program Grant will allow Sgt. Chacon Middle School to provide equitable access to mobile smartphones with Internet access to struggling mathematics students. The targeted economically disadvantaged 8<sup>th</sup> grade students will have access to a five inch screen (or larger) mobile smartphone. In accordance to the LRPT (Long Range Plan for Technology), the device will be internet ready with a high speed 4G LTE data plan with unlimited bandwidth for home usage. The funds will be used to purchase the following:

- 70 mobile smartphones (with cases), and
- 70 data plans with AT&T as the partner/carrier, and
- 70 Google Apps Enterprise licenses (needed to secure the phones for strict program usage)

Our district staff, community and students have a strong legacy of remaining committed to projects, whether funded through local funds or external funds such as grants. This project would provide yet another opportunity for our staff to positively impact student learning.

The proposed technology lending project with a 8th grade math emphasis will be structured similar to the current campus lending program, which provides Chromebooks and tablets to students for homework and out-of-campus projects, however, the Mobile Lending Program will provide the addition of Internet access. Project vision, goals and milestones will be shared with the campus principal, math integration specialist, instructors, students and parents. A milestone timeline will be made available and posted electronically and in classrooms. Scheduled status meetings will occur to visit and review project milestones. Budget meetings will also occur to monitor and adjust grant performance.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 108907			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$21,000	\$	\$21,000
Schedule #9	Supplies and Materials (6300)	6300	\$4,200	\$	\$4,200
Schedule #10	Other Operating Costs (6400)	6400	\$3,850	\$	\$3,850
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
Total direct costs:			\$29,050	\$	\$29,050
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$29,050</b>	<b>\$</b>	<b>\$29,050</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$29,050
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$4,357
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 108907		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Mobile phone unlimited data service for 70 devices (\$25 monthly fee x 12 months x 70 devices)	\$21,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$21,000
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$21,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 108907		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$4,200
<b>Grand total:</b>		<b>\$4,200</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 108907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$3,850
<b>Grand total:</b>		<b>\$3,850</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 108907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	178	93%	
Limited English proficient (LEP)	30	16%	
Disciplinary placements	11	.06%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									191					191

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district used a comprehensive approach in determining areas of need that would best benefit from a technology lending program. Selection of Sgt. Chacon Middle School as the designated campus, 8<sup>th</sup> grade students, and mathematics as the core content area to be addressed via the program followed the needs assessment/resource allocation model. Through this model, district and campus needs are continually revisited and prioritized through Campus Improvement Plan (CIP) update and revision sessions. Participants include instructional, budget, technology and curricular representatives. Relevant data and key personnel from campuses are analyzed and discussed.

The latest benchmark data from December 2017 shows that only 62% of the students passed the exam when the passing standard was set at 48%. Students performed critically low in areas where the student is required to apply mathematical standards to use geometry to solve problems and make connections to geometric formulas.

Quantitative data review included: 2017 AEIS data, 2016-2017 TAPR profile (and report), and current year's local assessments/benchmark report to determine which campus had the highest need for a mobile lending program. Of the two middle school campuses in the district, Sgt. Chacon Middle School was designated as the campus that would best benefit from this project.

A closer review focused on the core content areas. The goal was to determine which core area(s) would be significantly impacted by a technology lending program. Upon completion, mathematics was selected as the target.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	With a total 8 <sup>th</sup> grade enrollment of 191 students, Sgt. Chacon MS has an identified economically disadvantaged population comprised of 178 (93%) students. A higher count of 125 (or 65.96%) of the enrollment total has been identified as at-risk disadvantaged.	At risk and economically disadvantaged students are considerably less likely to have Internet access and technology in their homes or neighborhoods. The project would target this demographic and provide a mobile device with Internet access.
2.	In the December, 2017, 8th grade math benchmark, 94, or 62%, of the Sgt. Chacon MS students passed the assessment with a score of 48% or better. 58 students did not meet the passing score. The average score was 49%.	Upon project commencement, campus math instructors will be given a prioritized list of students detailing their (math) benchmarks. Students needing marked academic improvement will be the focus of this project.
3.	Each household with students enrolled in MISD schools receives an annual survey asking them to describe the types of Internet access, if any, active within the household.	The project would provide mobile Internet access for instructional math videos, media resources and sample work for students for students.
4.	Due to federal and state cuts, shrinking budgets, and decreasing tax revenues, Sgt. Chacon MS has struggled to provide core content to students with weaknesses in mathematics.	This project will allow 8th grade mathematics instructors to provide rich media content to their students in a medium which can viewed at home at the student's pace.
5.	Limited English Proficient (LEP) students make up 6.3% of 8th grade students at Sgt. Chacon MS. Limited mathematics materials and resources often pose significant academic obstacles for these groups.	Content shared by the mathematics instructors involved with the project would be tailored to bilingual and LEP students, offering instruction, examples and explanations of mathematical concepts in their home language as well as English.

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Schedule #14—Management Plan					
County-district number or vendor ID: 108907				Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Instructional Technologist	Bachelors in Education Field, 5+ years classroom experience, Masters required			
2.	Technology Director	Bachelors in Education Field, 5+ years classroom experience, 5 years management experience, Masters required			
3.	Math Coordinator	Bachelors in Education Field, 5+ years classroom experience, Masters required			
4.	Math Interventionist	Bachelors in Education Field, 5+ years classroom experience, Masters preferred			
5.	Network Specialist	Bachelors in Computer Information Systems, 5 years K-12 experience			
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Periodic evaluations will provide continuous feedback for project direction and assessment	1.	Bi-annual teacher evaluation completed	05/21/2018	05/15/2019
		2.	Bi-annual focus group luncheon held	09/04/2018	05/15/2019
		3.	Disaggregated results from evaluations and focus groups will be distributed to teachers	09/06/2018	05/17/2019
		4.	Bi-annual student and parent survey completed	08/27/2018	03/22/2019
		5.	Bi-annual student and parent survey results shared with parents and teachers	09/06/2018	05/17/2019
2.	Professional development and training will be provided to ensure project success	1.	Project kick-off overview session will be provided for instructors and administrators	09/07/2018	09/07/2018
		2.	Project orientation sessions will be held for parents and students	09/10/2018	09/10/2018
		3.	Training on devices, media creation and Google Drive will be provided for instructors	08/20/2018	05/31/2019
		4.	Training on device, Internet best practices and troubleshooting will be held for students	09/12/2018	09/14/2018
		5.	Staff development sessions and hours will be logged using the district training app, ERO	08/20/2018	05/31/2019
3.	Smartphones with mobile Internet access will be provided for Sgt. Chacon MS 8th grade	1.	A data coverage map of the Mercedes service area will be verified by mobile service provider	04/09/2018	04/12/2018
		2.	Usage logs will be reviewed every six weeks	09/24/2018	05/24/2019
		3.	A work order system for technical and service issues will be enabled	08/20/2018	08/31/2019
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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district used a comprehensive approach in determining areas of need, which would best benefit from a technology lending program. Selection of Sgt. Chacon MS as the designated campus, and mathematics as the core content area to be addressed via the program followed the needs assessment/resource allocation model. Through this model, district and campus needs are continually revisited and prioritized through Campus Improvement Plan update and revision sessions. Participants include instructional, budget, technology and curricular representatives. Relevant data and key personnel from campuses are analyzed and discussed.

Similar to the needs assessment/resource allocation model, Mercedes ISD monitors progress towards goal and objective attainment through:

- Teacher led data analysis (classroom scores, benchmarks, etc.),
- Periodic meetings in which the Campus Improvement Plans are reviewed and updated,
- Content area team data analysis,

Sgt. Chacon MS currently has a full time Math Integration Specialist who supervises data collection and analysis at the campus level. Results and reports are shared with the district level Math Coordinator, campus principal, and the curriculum director who discuss and designate strategies and course updates.

Analysis reports are communicated to staff, parents and community members via: district website, school board updates, district and campus meetings, newsletters and campus/parent meetings and events.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Our district staff, community and students have a strong legacy of remaining committed to projects, whether funded through local funds or external funds such as grants. This project would provide yet another opportunity for our staff to positively impact student learning.

Project vision, goals and milestones will be shared with the campus principal, math integration specialist, instructors, students and parents. A milestone timeline will be made available and posted electronically and in classrooms. Scheduled status meetings will occur to visit and review project milestones. Budget meetings will also occur to monitor and adjust grant performance.

#### Schedule #15—Project Evaluation

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Campus benchmarks will be used to chart project effectiveness	1.	Six weeks campus math benchmarks will be administered
		2.	Six weeks campus benchmarks will be analyzed by the campus math integration specialist
		3.	Results and strategy adjustments will be shared with campus math instructors and project staff
2.	Bi-annual teacher surveys and focus group sessions will be used to chart project effectiveness	1.	A project survey will be distributed to instructors participating in the project
		2.	Focus group luncheons will be held after each survey to discuss results and gain valuable qualitative feedback in a face to face environment
		3.	Results and strategy adjustments will be shared with campus math instructors and project staff
3.	Bi-annual district benchmarks and STAAR results will be used to chart project effectiveness	1.	Bi-annual district math benchmarks will be administered
		2.	Bi-annual district math benchmarks will be analyzed by the campus math integration specialist
		3.	Results and strategy adjustments will be shared with campus math instructors and project staff
4.	Bi-annual student and parent surveys and focus group sessions will be used	1.	A project survey will be distributed to all 8th grade Sgt. Chacon MS students and parents participating in the project
		2.	Focus group luncheons will be held after each survey to discuss results and gain valuable qualitative feedback in a face to face

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**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed technology lending project will serve approximately 191 8<sup>th</sup> grade students at Sgt. Chacon MS. The campus was selected in order to bridge the math achievement gap through providing mobile devices and Internet access at home. Academic data review for the campus concluded that the average 2017-2018 benchmark score for 8th grade students at Chacon MS was 49%, well below the expected range.

Project data collection will occur through benchmark analysis and STAAR examination reviews. Additional evaluation methods will include: student, instructor and parent surveys, focus and discussion groups, and usage data analysis. Evaluation will drive program review and course corrections. Attendance, with a current year average of 96.1%, is noted using the Skyward student information system.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 108907	Amendment # (for amendments only):
<p><b>Statutory Requirement 1:</b> Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Funding of the 2018-2019 Mobile Lending Program Grant will allow struggling 8th grade students at Sgt. Chacon MS to access to mobile Internet resources from home to assist with math assignments and homework. The targeted economically disadvantaged 8<sup>th</sup> grade students will have access to a large screen mobile smartphone with unlimited Internet access. In accordance to the LRPT (Long Range Plan for Technology), the device will be data ready with a high speed AT&amp;T 4G LTE unlimited data plan for home usage. The funds will be used to purchase the following:</p> <ul style="list-style-type: none"> <li>• 70 mobile smartphones (with cases), and</li> <li>• 70 data plans with AT&amp;T as the partner/carrier, and</li> <li>• 70 Google Apps Enterprise licenses (needed to secure the phones for strict program usage).</li> </ul> <p>Mathematics instructors at Sgt. Chacon Middle School will be provided with adequate technology staff development prior to May 2018 on how to effectively record, upload, and share their mathematics instructional videos with students using technology applications. The mathematics instructors will use their district devices to create their video and audio recordings. Instructors will also learn how to share their custom instructional materials with their students using Google Drive. Mercedes Independent School District currently uses Google Apps For Education and it would benefit students and instructors alike to use Google created Apps to avoid the confusion of multiple ecosystems. The participating instructors will be required to create weekly videos to help improve student understanding and progress. The instructor will then upload and share the resource with students using the mobile devices. The targeted students that will participate in the technology lending program will be based on two essential criterion: lack of internet availability at home and demonstrated struggle with mathematics content using state and local assessment scores. Students that meet this need will be lent a mobile smartphone for home use. The device will allow students to watch the assigned instructional videos, research, and complete any homework assignments. Students will be able to check out the device directly from their campus library. The library will house a district purchased charging cabinet to safeguard and the devices. The assisting librarian will use the existing Follett system to check out and provide usage logs for the devices. The checkout log will be shared electronically using Google Drive with the district instructional technology specialist in an effort to closely monitor and ensure usage of the devices. The maximum check-out time for each student will be one week. The factors used to determine check in and check out days include the weather days, holidays, and testing dates. Continuous just-in-time trainings will be provided to the participating instructors over the course of the program period. In addition, campus mathematics interventionist and technology personnel will partner to provide immediate support for this program.</p> <p>Mercedes Independent School District will provide just-in-time technology training, equipment, and support using Instructional Materials Allotment (IMA) funds. We plan to utilize existing classroom technology to help support the Mobile Lending Program. Each 8th grade mathematics classroom at Chacon MS is equipped with a color LCD projector, a high-resolution document camera, two desktop computers, a workgroup laser printer and high-speed access to the Internet. Local funds will be used purchase any tripods, equipment and applications needed to ensure the program's success. In the classroom, participating and non-participating students will be use existing devices and wireless infrastructure to research and complete classroom activities. Students that have been identified as economically disadvantaged and struggle in the mathematics</p>	

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of the Technology Lending Program is to ensure that all 8<sup>th</sup> grade math students at Sgt. Chacon MS, with priority given to economically disadvantaged students, have dedicated access to a mobile smartphone device. This is aligned to Mercedes Independent School District's mission "Mercedes ISD will provide a 21<sup>st</sup> Century education for ALL students". Mercedes ISD is aware of the technological revolution in the new millennium and the challenge to prepare our students to compete globally in a rapidly changing world. Students are digital natives and are digital learners therefore efforts are made and written in the District Improvement Plan (DIP) to ensure that the district meets the need of these learners. Mercedes ISD has established four core goals to support the District mission:

- 1) Provide technology-based solutions which promote and support the instructional needs of instructors and the learning needs of students.
- 2) Provide technology-based professional development for staff to enhance and increase effective use of technology tools.
- 3) Provide technology-based solutions and support to promote effective administrative use.
- 4) Establish and maintain a technology infrastructure that promotes communication and learning for students, staff and the community.

To meet the above goals, Mercedes Independent School District uses innovative procedures and methods to integrate technology into classrooms daily instruction. Classroom equipment standard is followed district-wide. Each PK-12 core content classroom is equipped with a color LCD projector, a high-resolution document camera, two desktop computers, a workgroup laser printer and high-speed access to the Internet. PK-6 classrooms are further enhanced through the inclusion of a tablet set consisting of (at least) two iPads and a lockable safe for storage. Mercedes ISD also provides scheduled and just-in-time staff development to campuses and departments. Training sessions are held throughout the district or at the district training lab located within the technology building. As part of its commitment for enhancement of student and staff achievement, a technology plan is maintained and updated yearly.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Analysis of the collected information will be used to match the needs and availability of the assets with students in greatest need. These surveys will be sent home with each 8<sup>th</sup> grade student attending Sgt. Chacon through their mathematics instructor. The information will be inputted into a spreadsheet that helps instructors identify the students with no internet access off campus. The next step will be to use prior year's academic achievement including (STAAR) state assessments and district benchmarks to further identify those in greatest supplemental educational needs. This will also be recorded in the spreadsheet to narrow down the students with greatest need meeting both criteria. Students must meet these two needs in order to be eligible for the Mobile Lending Program. The mobile smartphones will have with an unlimited data plan as well as confirmed coverage within the boundaries of the Sgt Chacon MS attendance zones. We surveyed several areas around the city to determine the best wireless carrier. We also looked at several carriers' coverage maps, bandwidth support, general satisfaction and support for this program from the wireless carriers. Participating students will not need to sign up for a home Internet Service Provider (ISP) or wireless carrier because Mercedes Independent School District will prepay all costs for the mobile devices.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Mobile Lending Program will be a best fit with Sgt. Chacon MS' curriculum and instruction. In most cases, the mathematics instructors will need to only slightly modify their scope and sequence to include their personalized electronic materials. It is important to note that the electronic materials will be available to all students regardless of their participation with the mobile lending program. The participating instructors will have the knowledge to create their own instructional videos to share with their students using a series of online tools and apps and may use content that aligns to their unit or lesson from popular online video libraries such as Khan Academy or Teacher Tube.

Regardless of the method instructors decide to use, you can be assured that every student will have the opportunity to be assessed using instructor created weekly quizzes. These aforementioned quizzes will have a minimum of ten questions. Students that participate in the Mobile Lending Program will have equitable access to the technology tools and Internet as their counterparts. The Mobile Lending Program will allow us to fill a huge technology gap that affects economically disadvantaged students.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mercedes Independent School District is currently using electronic materials in various grade levels and subject areas across the district. The campus we are seeking the Mobile Lending Program Grant for, Sgt. Chacon MS, currently has multiple mathematics mobile technology labs available for classroom teaching and learning. The mobile labs include 30 chromebooks. Instructors are using an innovative web-based office suite Google Docs (Documents, Sheets, and Presentations) to deliver classroom instruction. Students and instructors collaborate to complete mathematics assignments, presentations and in depth projects. The chromebooks have truly transformed how students learn in the mathematics classrooms. As results of this electronic method of instruction, student engagement has risen, discipline issues have dropped and instructors have seen an increase in job satisfaction. In a recent professional development survey conducted district-wide, instructors at Sgt. Chacon Middle School have shown an increased interest and appreciation for electronic instructional materials as well as innovative methods for delivering content online. Blended classrooms and BYOD (Bring Your Own Device) initiatives are the favorite topics amongst the surveyed instructors. Mercedes Independent School District has taken a great leap towards these initiatives. Instructors and students alike will have access to Google Apps for Education; a wealth of communications tools that will positively impact how we communicate and interact as an organization. We foresee a higher usage of learning management systems to deliver online instruction in and out of the classrooms. Unfortunately, not all of our campuses have the funds to provide equipment for each student but our goal is assist students that truly show a need, economically and academically.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mercedes Independent School District plans to use the in-house instructional technology specialist to provide thorough and continuous professional development to the participating mathematics instructors at Sgt. Chacon MS. The first staff development session will occur in May, 2018, (one day training) and will cover the following topics:

- How to use a learning management system
- How to use tablets and existing technology to record and upload instructor content
- How to use Google Drive for sharing and collaborating
- How to use Google Forms to create and assign quizzes
- How to use data to measure student understanding and progress
- How to create and implement effective "flipped classroom" videos

Training will continue for the mathematics instructor on a monthly basis to track effectiveness and continuous learning of previously acquired knowledge and skills. In addition, the district instructional technology specialist will visit the mathematics classroom to foster progress of technology integration and program effectiveness.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108907

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mercedes Independent School District provides each campus with high speed wired and wireless connections for students and personnel. Sgt. Chacon MS is equipped with Cisco 1024 access points capable of transmitting wireless signal at 100 mbps through two internet service providers. To comply with the Federal Children's Internet Protection Act (CIPA), Mercedes Independent School District utilizes Lightspeed web filtering software to prevent students and staff from accessing harmful material on the web. District network personnel will introduce a student dedicated wireless profile that has a customized web filter for added security. Mercedes Independent School District also provides an Acceptable Use Policy (AUP) for each user in the district that blueprints the set of rules applicable to the user that restrict the ways in which the network, website or equipment shall be used. The mobile smartphones will include a Google Apps Enterprise license designed to protect students from accessing harmful material while on using data or connecting to public domains.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mobile smartphones included in the application will have unlimited data for student use for the period of 12 months, with an option to renew at the same fee structure. Staff has surveyed several areas around the city of Mercedes and surrounding low-income rural areas to determine the best wireless carrier. We reviewed several carriers' coverage maps, bandwidth support, general satisfaction and support for the technology-lending program from the wireless carriers. Participating students or parents will not need to sign up for a home Internet Service Provider (ISP) or wireless carrier because Mercedes Independent School District will prepay all costs for data for each mobile smartphone. Mercedes Independent School District also provides an Acceptable Use Policy (AUP) for each user in the district that blueprints the set of rules applicable to the user that restrict the ways in which the network, website or equipment shall be used. The devices will include a Google Apps Enterprise license designed to protect students from accessing harmful material while using the Internet or connecting to public domains.

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